

Caderno da Cidade

Saberes e Aprendizagens

LÍNGUA INGLESA

**8º
ANO**

2ª edição | revisada e atualizada

ENSINO FUNDAMENTAL



CURRÍCULO
da CIDADE

SECRETARIA MUNICIPAL DE
EDUCAÇÃO DE SÃO PAULO



**PREFEITURA DE
SÃO PAULO**
**SECRETARIA
DE EDUCAÇÃO**

Prefeitura da Cidade de São Paulo

Ricardo Nunes

Prefeito

Secretaria Municipal de Educação

Fernando Padula

Secretário Municipal de Educação

Maria Sílvia Bacila

Secretária Executiva Pedagógica

Samuel Ralize de Godoy

Secretário Adjunto de Educação

Ronaldo Tenório

Chefe de Gabinete

Sueli Mondini

*Chefe da Assessoria de Articulação
das Diretorias Regionais de Educação – DREs*

Secretaria Municipal de Educação de São Paulo

Caderno da Cidade

Saberes e Aprendizagens

LÍNGUA INGLESA

8^o
ANO

ENSINO FUNDAMENTAL

2^a edição

revisada e atualizada

São Paulo | 2026



COORDENADORIA PEDAGÓGICA – COPED

Lucimeire Cabral de Santana - *Coordenadora*

DIVISÃO DE ENSINO FUNDAMENTAL E MÉDIO – DIFEM

Raphael Johnny dos Santos - *Diretor*

EQUIPE TÉCNICA – DIFEM

Allan Cavalcanti de Moura

Amarilis Blois Crispino - *Estagiária*

Ana Carolina Porto Lemes

Bruno Carvalho da Silva Barros

Camila Oliveira Sandes

Catarina Maria dos Santos Castineiras

Eliana Sousa Santana

Erika Yukie Koshikumo - *Estagiária*

Francieli Araújo Guerra

Giseli de Oliveira Cardoso

Marcelo Alexandre Torres do Espírito Santo

Michele Ortega Gomes

Nelsi Maria de Jesus

Patrícia de Lucena da Silva

Paula Costa Vieira da Silva

Priscila Alexandre do Nascimento Pereira

Samira Novo Lopes

Sandra Salavandro Rodrigues

Shirlei Nadaluti Monteiro

Sueli Gomes Landim

Tiemí Okimura Kerr

Vanessa Filgueira Santos de Freitas

EQUIPE TÉCNICA SME – LÍNGUA INGLESA

Samira Novo Lopes

REVISÃO E ATUALIZAÇÃO – 2ª EDIÇÃO

Abner Moriel de Souza

Alice Sayuri Onohara Haka

Andreia Fernandes de Souza

Carina Martins Vieira Seles

Carolina de Medeiros Cecatto

Dalini de Barros Galvão Silva

Maiana Monteiro Gonçalves Dias

Maria Cristina do Sacramento Bispo

Mônica Cristina Ferreira

Samira Novo Lopes

Vinicius Rangel Bertho da Silva

Dados Internacionais de Catalogação na Publicação (CIP)

São Paulo (SP). Secretaria Municipal de Educação.

Coordenadoria Pedagógica.

Caderno da cidade : saberes e aprendizagens : Língua
Inglês – 8º ano. – 2. ed. rev. e atual. – São Paulo : SME /
COPED, 2026.

104 p. : il.

1. Ensino Fundamental. 2. Aprendizagem. 3. Língua
Inglês. I. Título.

CDD 372

Código da Memória Documental: SME35/2026
Elaborado por Patrícia Martins da Silva Rede – CRB-8/5877

CRÉDITOS 1ª EDIÇÃO

EQUIPE TÉCNICA SME – LÍNGUA INGLESA

Samira Novo Lopes

ELABORAÇÃO

Adriana Ranelli Weigel

Gláucia d’Olim Marote Ferro

REVISÃO TEXTUAL

Samira Novo Lopes

REVISÃO DE CONTEÚDO

Dalini de Barros Galvão Silva

Julia Lourenço Costa

Maiana Monteiro Gonçalves Dias

Samira Novo Lopes

Soraia Regina Conceição Santos

Vinicius Rangel Bertho da Silva

Edições anteriores:

1ª edição - 2024

Para consulta:

educacao.sme.prefeitura.sp.gov.br/cdep



Qualquer parte desta publicação poderá ser compartilhada (cópia e redistribuição do material em qualquer suporte ou formato) e adaptada (remix, transformação e criação a partir do material para fins não comerciais), desde que seja atribuído crédito apropriadamente, indicando quais mudanças foram feitas na obra. Direitos de imagem, de privacidade ou direitos morais podem limitar o uso do material, pois necessitam de autorizações para o uso pretendido.

A Secretaria Municipal de Educação de São Paulo, em conformidade à Lei nº 9.610/1998, reconhece a especial proteção aos direitos autorais, mediante autorização prévia e expressa do detentor da obra. No caso de eventuais desconformidades, reitera o compromisso de diligentemente corrigir inadequações.

Acesse: educacao.sme.prefeitura.sp.gov.br

Consulte também o Centro de Documentação da Educação Paulista
educacao.sme.prefeitura.sp.gov.br/cdep

OLÁ, ESTUDANTE!

Ao receber os **Cadernos da Cidade: Saberes e Aprendizagens**, saiba que estamos juntos com você, dando continuidade a um processo que se iniciou no ano de 2017, com a publicação do Currículo da Cidade. Como você, provavelmente, já deve saber, trata-se de um trabalho colaborativo que, ao longo desse tempo, contou com a participação de professores da Rede Municipal de Ensino de São Paulo e de especialistas de cada uma das áreas que compõe esta coleção: Ciências Naturais, Geografia, História, Língua Inglesa, Língua Portuguesa e Matemática.

O Ensino Fundamental, etapa da Educação Básica da qual você faz parte, é um período de intensas aprendizagens. Em virtude disso, a proposta dos **Cadernos da Cidade** é ser mais um instrumento à disposição de seus/suas professores(as) e tem por objetivo potencializar conhecimentos importantes para sua vida em sociedade.

Assim como nos anos anteriores, este é um material consumível, ou seja, você poderá utilizá-lo para escrever, grifar, sublinhar, responder, anotar e destacar informações importantes durante as aulas em que os **Cadernos da Cidade** forem utilizados. Com isso, consideramos importante lembrar sobre a necessidade de conservação e de utilização consciente deste material, que pode servir como mais uma ponte entre os conhecimentos e saberes da sua escola, da sua cidade, do seu estado, do seu país e do mundo.

Os **Cadernos da Cidade** sempre farão mais sentido sob a orientação do(a) professor(a). Portanto, é importante que você, na condição de estudante, seja também um responsável pelas suas aprendizagens. Escola é lugar de aprender. Aproveite tudo o que esse ambiente pode lhe oferecer ao longo deste ano!

Por fim, desejamos que as sequências de atividades dos Cadernos da Cidade permitam que você aprenda, discuta, reflita, troque ideias, leia, resolva problemas, investigue, analise e, a partir de todas essas ações, produza outros conhecimentos indispensáveis à nossa vida em sociedade.

Bons estudos!

Fernando Padula

Secretário Municipal de Educação

INDEX

UNIT 1

AND HERE IS THE NEWS..... 6

LESSON 1 – WHAT’S THE NEWS TODAY? 11

LESSON 2 – IS IT FAKE?21

UNIT 2

FOR A MORE SUSTAINABLE WORLD34

LESSON 1 – “SHOP TILL YOU DROP” – OR IS IT?39

LESSON 2 – EMPOWERING TEENS FOR A SUSTAINABLE FUTURE46

UNIT 3

ART & ENTERTAINMENT IN A MULTICULTURAL CITY.....58

LESSON 1 – MULTICULTURAL CITIES.....62

LESSON 2 – MOVIE FESTIVALS.....70

UNIT 4

A BETTER CITY FOR ALL OF US.....82

LESSON 1 – WORLD CITIES DAY.....86

LESSON 2 – YOUTH AND SOCIAL CHANGES IN CITIES.....93

UNIT 1

AND HERE IS THE NEWS...

NESTA UNIDADE, VOCÊ VAI:

- expressar opinião sobre temas veiculados em canais de mídia (jornal, em sites jornalísticos etc.);
- identificar o tema e informações específicas em um áudio sobre jornalismo;
- inferir informações nos textos estudados;
- reconhecer contextos de uso dos pronomes relativos *which*, *who*, *that*, *whose*;
- reconhecer o processo de formação de palavras por meio do uso de prefixos e sufixos;
- produzir um boletim de notícias para veiculação na escola;
- decidir, coletivamente, entre duas possibilidades de projeto que promovam o letramento digital, e desenvolvê-lo.





“Learn More. Do More. Be More.”
Courtesy of the Museum of Australian Democracy.

DENT
ICE

LEARN MORE

Share
ideas

Mo
AD



EXPLORE

Look at the pictures and answer:

- How are they related to the world of news and media?
- What do you know about fake news?



(Available at: <<https://pt.dreamstime.com/lob-de-stock-conference-de-news-do-jornalista-image63745616>> Accessed on: October 31, 2022)

A journalist working in a Conference.



(Available at: <<https://pt.dreamstime.com/mulher-de-neg%C3%B3cios-reading-fake-news-na-tela-digital-tabala-image124516499>> Accessed on: October 31, 2022).

Reading a newspaper on the tablet.



(Available at: <<https://pt.dreamstime.com/formais-no-suporte-public-domain-image-free-88813703/>> (Accessed on: October 31, 2022).

A newsstand with German newspapers.



(Available at: <<https://pt.dreamstime.com/mixer-de-microfone-profissional-escom-em-est%C3%B3dio-esta%C3%A7%C3%B5es-r%C3%A1dio-esta%C3%A7%C3%A3o-no-est%C3%A9dio-image248637412>> (Accessed on: October 31, 2022).

A radio studio

- 2 In groups, discuss.
- a) How do you consume news? What kind? Where?
 - b) Before you share or post any news on your social media, do you check the information to make sure it is true?
 - c) Do you produce any kind of news or content in your social media? What? How?
 - d) Have you ever thought of working in the field of news - as a journalist, content producer, cartoonist, photographer, editor?



LESSON 1 - WHAT'S THE NEWS TODAY?

INTERACT AND LEARN

- 1 Explore these news sites menus. In pairs, answer the questions.



(Based on: <<https://www.bbc.com/news>> Accessed on May 26, 2023)



(Based on: <<https://www.bbc.com/news>> Accessed on May 26, 2023)

- a) Who is the target reader?

- b) What kind of information do you expect to find in the different sections?

- c) Is there any section that draws your attention? Which one would you like to access?

- 2 Now read the headlines and the leads. Which sections in the site do they belong to? In pairs, justify.

a)

**Brazilian Gymnast wins a Gold
in the World Gymnastics Competition**

Rebeca Andrade is the first athlete to triumph
in the all-around final and makes history.

Texto especialmente produzido para este Caderno.

b)

COP27: Climate anxiety is rising - it might be a good thing

Record-breaking heat waves, devastating floods in Pakistan, and drought in East Africa - and that is just this year. It is no surprise that climate anxiety is rising, particularly among young people, who have mostly only known a world affected by climate change.

Available at: <<https://www.bbc.com/news/science-environment-63516055>> Accessed on November 06th, 2022.

c)

**In “Can I live?”, British actor Fehinti Balogun provokes
a discussion on the climate crisis with poetry and rap**

British actor Fehinti Balogun presents an extraordinary performance
in ‘Can I Live?’, weaving scientific facts with aspects of the colonization
and exploitation of African countries.

Texto especialmente produzido para este Caderno.

- 3 Read part of the news article and answer:

**In “Can I live?”, British Actor Fehinti Balogun
provokes a discussion on the climate crisis with poetry and rap**

by Patricia Wiegel. May 6, 2022.

SÃO PAULO - Actor and playwright Fehinti Balogun had never thought about how severe the climate crisis was before working on a performance about a play by Shakespeare

called “Myth” in 2017. About the play, **which** is a climatic parable, the actor says: “For the first time, I was reading books about climate change and realized that the plantations were dying, the fields were dry.” He suddenly realized the importance of doing something about it.

He then learned about the activist group Extinction Rebellion and decided to join. He also took part in protests and delivered a speech about climate change. This experience motivated him to write a theatrical play **that** was made into a movie during the pandemic.

Balogun said that his inspiration for the text was his mother, **who** was born in Nigeria. In some conversations about his participation in activist groups, his mother asked him: “Do you want to sacrifice your career to be part of activist groups?”

Balogun not only noticed a tone of indignation in his mother’s voice, but also a very important aspect: discussions about the climate crisis were common among the elite, white groups, but didn’t really include the poorest segments of the population.

This is the novelty and the beauty of “Can I Live?”. The play aims at showing the actor’s personal dilemmas, **which** are combined with world problems and scientific data. In a creative and pedagogical way, topics such as the greenhouse effect are explained in the form of rap music. mean anything.”

Balogun joined the activist group Extinction Rebellion, participated in several protests and organized a lecture on the topic. This journey led him to the production of a theatrical play **that**, during the pandemic, was turned into a film.

Balogun’s mother, a Nigerian immigrant, was the one **who** inspired the creation of the text, asking hard questions to her son, **which** he secretly recorded to listen again and think about them afterwards.

“Why are you sacrificing your career to be part of these groups?”, she used to ask him.

Even though he disagreed with her, the son recognized in his mother’s indignation a very important point: the climate discussion became elitist and white and was not yet able to include the poorest segments of the population.

“Can I Live?”, on the contrary, proposes not only to bring the author’s personal dilemmas, **which** are mixed with world problems and scientific data, but also didactic and creative in explaining, for example, the greenhouse effect in the form of rap music. Created with the British theater company Complicité, the performance is woven with animation, poetry and music.

(...)

Based on: <https://www.nytimes.com/2021/11/01/theater/climate-crisis-theater-cop26.html> ; <https://www1.folha.uol.com.br/internacional/en/scienceandhealth/2022/11/climate-crisis-is-a-crisis-of-classes-says-british-actor.shtml> > Accessed on

November 06th, 2022.

Vocabulary Help

playwright: dramaturgo

realize: perceber

parable: parábola (uma história que traz uma lição de vida, por meio do uso de símbolos)

dry: seco

join: juntar-se a

not only: não somente

poorest: mais pobres

greenhouse effect: efeito estufa

a) What headline (Activity 2) does it relate to?

b) What's the name of the play written by the British actor and playwright Fehinti Balogun?

c) Who inspired him for the writing of the play?

d) Where's his mother from?

e) What was his mother's opinion about his participation in protests and activist groups?

f) What did he finally recognize in his mother's indignation?

4 Write **T** (true) or **F** (false). If necessary, read the article again.

a) () Balogun joined activist groups to defend black people in the UK.

b) () "*Can I live?*" explains the greenhouse effect in our planet in a rap.

c) () Balogun was one of the artists in the Royal Shakespeare Company's play *Myth*, created with the British theater company Complicité.

d) () The climate discussion is very important to the end of racism and poverty in Britain.

e) () Balogun secretly recorded his mother's hard questions to listen to and think about later on.

5 In groups, discuss.

- In your opinion, is climate discussion elitist? Do you think everybody needs to discuss climate change in the world?
- Where does this type of discussion take place?
- Would you like to see that play? Do you know any similar productions in Brazil?

Useful Expressions

- In my opinion, the actor is right, because...
- I agree with Fehinti when he says that...
- I think everybody needs to discuss climate change, because...



THINK CRITICALLY!

Leia novamente o trecho no qual o ator Fehinti Balogun apresenta a preocupação de sua mãe em relação a sua participação em protestos e riscos ao juntar-se a grupos ativistas como o **Extinction Rebellion**.

[...] “Do you want to sacrifice your career to be part of activist groups?” [...]

Agora, reflita:

- Quais os riscos que a mãe do ator poderia estar se referindo?
- Você acredita que pessoas envolvidas com ativismo correm algum risco? Se sim, de que tipo?
- Você se sente incluído(a), como jovem adolescente, na discussão sobre o clima no planeta? Se sim, de que forma?



CULTURAL NOTE

Extinction Rebellion (abreviada como **XR**; em português, “Rebelião da Extinção”) é um movimento sociopolítico que utiliza a resistência não-violenta para evitar o colapso do clima, deter a perda de biodiversidade e minimizar o risco de extinção humana e colapso ecológico. É um movimento globalmente ativo que prega desobediência civil na crise climática para acabar com a extinção em massa. O objetivo da *Extinction Rebellion* é o exercício de pressão sobre os governantes e o público para aumentar a conscientização sobre a crise climática.

Disponível em: https://pt.wikipedia.org/wiki/Extinction_Rebellion > Acesso em: 16 nov. 2022.

LANGUAGE STUDY

- 6 Analise os seguintes fragmentos do texto que você estudou. Preste atenção nas palavras destacadas e responda: com qual informação ela se relaciona na frase?
- About the play, **which** is a climatic parable, the actor says [...]
 - Balogun said that his inspiration for the text was his mother, **who** was born in Nigeria.
 - The play aims at showing the actor’s personal dilemmas, **which** are combined with world problems and scientific data.
- 7 Com base na sua resposta na Atividade 6, leia as alternativas e escolha a opção adequada.
- No item A, a palavra **which** pode ser substituída por qual expressão/palavra?
 - () parable
 - () the play
 - () the actor
 - No item B, a palavra **who** se refere à qual expressão/palavra?
 - () his mother
 - () Nigeria
 - () Balogun
 - E a palavra **which** no item C? A qual termo ela se refere?
 - () the play
 - () world problems
 - () author’s personal dilemmas

RELATIVE PRONOUNS

- 8 Agora, leia a explicação e analise os exemplos. Complete as lacunas com os pronomes apropriados.

Contexts of use

Em inglês, os pronomes relativos **who**, **which**, **that**, **whose** podem servir para relacionar ideias e substituir expressões já mencionadas, de modo a evitar a repetição e dar mais fluência ao que estamos expressando. Veja os exemplos:

*I have **a cat**. **The cat** is very naughty.*

*I have a cat **which** is very naughty.*

***J.K. Rowling** is a famous writer. **J.K Rowling** wrote the Harry Potter book series.*

*J.K Rowling is a famous writer **who** wrote the Harry Potter book series.*

***Janet** is a librarian. **Janet's son, David**, studies with me.*

*Janet is the librarian **whose** son, David, studies with me.*

STRUCTURE

Usamos...

_____ para substituir animais em geral e objetos.

_____ para substituir pessoas.

that para substituir pessoas, animais e objetos, em frases que não estão separadas por vírgulas.

whose para substituir a indicação de ideia de pertencimento ou posse.

That's curious!

Os pronomes **who** e **which** podem ser substituídos por **that**. Veja.

*She is the athlete **who** won the first gold medal in this category.*

*She is the athlete **that** won the first gold medal in this category.*

BUT WATCH OUT!

Isso só acontece quando a frase não está entre vírgulas. Observe:

*The Museum of Art of São Paulo (MASP), **which** is the first modern museum in Brazil, was inaugurated by Queen Elizabeth II, in 1968."*

9 Read the headlines and choose the appropriate relative pronoun to make relative clauses.

a)

King Charles hosts climate meeting at palace

The Monarch will not be attending the UN Climate summit COP27 **who / which** starts on Sunday.

(Available at: <<https://www.bbc.com/news/science-environment-63516054> >
Accessed on November 06, 2022)

b)

Iranian **who/which** made Paris airport home for 18 years dies

His experience inspired the 2004 film, The Terminal, starring Tom Hanks.

(Available at: <https://www.bbc.com/news/world-europe-63612017>
Accessed on November 12, 2022)

c)

Slovenia has elected a lawyer linked to former US first lady Melania Trump as its first-ever female head of state.

Natasa Pirc Musar is a journalist and lawyer **who / which** ran as an independent with the backing of Slovenia's centre-left government.

(Available at: < <https://www.bbc.com/news/world-europe-63619160> > Accessed
on November 12, 2022)

10 Explore news sites in English for a week. In your notebook, copy the headlines that include an example of a relative pronoun: who, which, that or whose.

VOCABULARY STUDY

- 11 Study the pairs of words below and pay attention to the parts in **blue**. What ideas do they add to the root word?

art - artist	act - actor	plant - plantations	sudden - suddenly
agree - disagree	respect - disrespect	science - scientific	secret - secretly

Language Tip

Há diferentes advérbios em inglês para indicar a frequência ou o modo como fazemos as coisas. O sufixo - **ly** é bem comum para transformar um adjetivo em um advérbio, mas, às vezes, há exceções como **fast** (que é adjetivo e advérbio ao mesmo tempo). Veja:

That was a fast answer. Congratulations!

(aqui, **fast** é um adjetivo, pois está relacionada ao substantivo *answer*)

I didn't know you could run so fast.

(aqui, **fast** é um advérbio, pois relaciona-se ao verbo *run*)

- 12 How do you say these opposites in English? In pairs, share what you know. Then, look up the ones you don't know in a bilingual dictionary and complete.

- a) feliz / infeliz = _____
- b) vantagem / desvantagem = _____
- c) escrever / reescrever = _____
- d) criar / criação = _____
- e) medo / medroso = _____
- f) interessante / desinteressante = _____

EXTRA PRACTICE

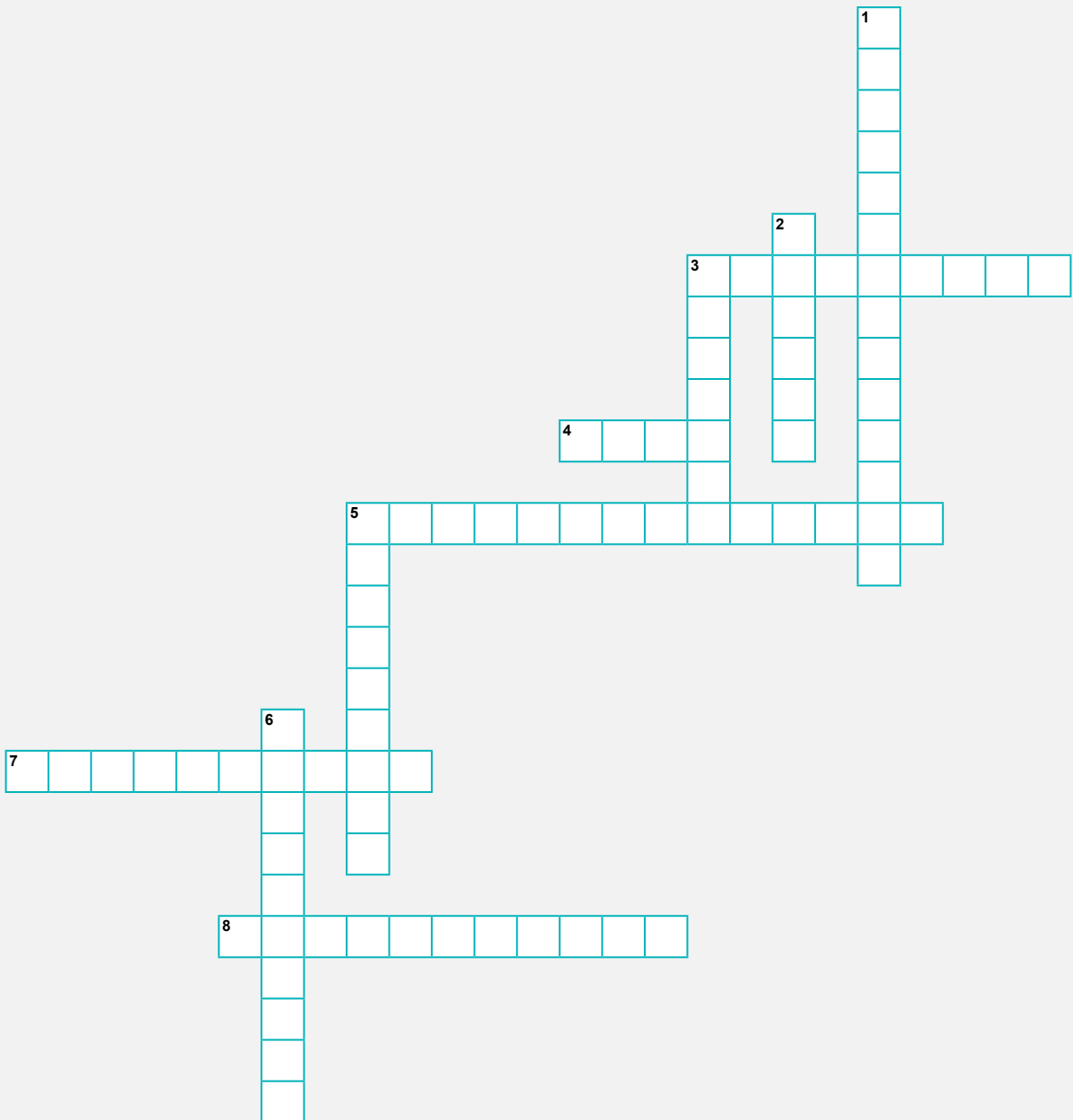
1) Read the clues and complete the crossword.

Down

- 1 - the practice related to the verb classify
- 2 - a characteristic related to the noun irony
- 3 - a characteristic related to the noun chaos
- 5 - something that is not regular
- 6 - the opposite of connect

Across

- 3 - something that is done in careful way
- 4 - something that is done in a fast way
- 5 - the practice related to the verb identify
- 7 - something that is not possible
- 8 - something that is not important



LESSON 2 - IS IT FAKE?

INVESTIGATE AND PRODUCE

- 1 Review your discussion about FAKE NEWS in the beginning of this unit, and read the definitions below:
 - a) Definition of fake news from an online dictionary:



(Available at: < <https://dictionary.cambridge.org/pt/dicionario/ingles/fake-news>> Accessed on November 01, 2022)

- b) Definition of fake news based on resources guide from a university library site:

When we talk about “fake news”, it is something much more complex than simply false news stories. Sometimes, these stories have an element or two of truth. However, they do not present details of the context in which the events have occurred. Sometimes, it is impossible to check the sources, and the language used deliberately presents only one point-of-view about what has happened. That is why the concept of “fake news” is related to other concepts, such as misinformation and disinformation.

Misinformation is information created and spread in an inaccurate way. The objective is to deceive people. On the other hand, disinformation is false information that is created and spread to influence public opinion and obscure the truth.

(Based on: <https://guides.lib.umich.edu/fakenews>; www.merriam-webster.com/dictionary/disinformation. Accessed on November 01st, 2022)

Language Tip

By the way, fake news é um estrangeirismo. Você sabe o que isso quer dizer? Consegue pensar em outros exemplos?

Em inglês “news” é um substantivo singular. Veja os exemplos:

Fake news is a complex and nuanced problem.

By the way, the good news is that you scored well on the test!

- 2 Discuss in pairs: If the concept of fake news is so complex, how can we spot it?
- 3 You are going to listen to a journalist called Damasio Reyes, who teaches school kids about how to spot fake news. Before you listen, check the meaning and pronunciation of these words/expressions in an online dictionary.

a) a URL: _____

b) trustworthy: _____

c) red flag: _____

d) look up: _____

e) figure out: _____

f) sources: _____

g) smarter: _____

h) come across: _____

i) accurate: _____



Listen

Listen (from 0:28 to 2:48) and check; does he talk about any of the ideas you suggested in activity 2?

4 Read the sentences from the audio. Complete them using the expressions/words below.

journalism	articles	keep	high	URL	one
nobody	familiar	sources	same	content	Is there

- a) A lot of fake news' sites use a _____ people are _____ with, such as .net; .com.
- b) The best way to detect fake news is to read the _____ on the site, not only _____ article, but other _____ on it.
- c) Articles need to show quality on _____ .
- d) One important question to detect fake news is: “ _____ an author of the article?
- e) One of the problems with the spread of fake news is that people _____ repeating the _____ information, but _____ has verified it.
- f) Journalists depend on _____ quality _____.
- 5 Now explore the infographic and find the sentences that define Media Literacy and its importance. Then read the content related to “Ask yourself” carefully. How would you answer them?



Courtesy of the Museum of Australian Democracy. (Available at: <https://www.moadoph.gov.au/learning/classroom-resources/media-literacy>. Accessed on November 06, 2022)

6 Talk in groups and share your answers.

LANGUAGE STUDY

7 Na seção Interact and Learn, você leu algumas notícias (com manchetes e lides). Leia essas notícias e responda:

a) Que tipo de informação é dada na descrição logo abaixo da manchete?

b) Qual a função dessa informação? Você sabe qual é o nome dado a essa parte da notícia?

8 Leia a seguir o texto que você estudou. Quais características você identifica nessa notícia?

In “Can I live?”, British Actor Fehinti Balogun provokes a discussion on the climate crisis with poetry and rap

British actor Fehinti Balogun presents an extraordinary performance in ‘Can I Live?’, weaving scientific facts with aspects of the colonization and exploitation of African countries.

by Patricia Wiegel. May 6, 2022.

SÃO PAULO - Actor and playwright Fehinti Balogun had never thought about how severe the climate crisis was before working on a performance about a play by Shakespeare called “Myth” in 2017. About the play, which is a climatic parable, the actor says: “For the first time, [...]”

Texto especialmente produzido para este caderno.

- a) () a manchete (ou o título da notícia, em inglês *headline*) é bem sintético e chama a atenção do leitor para o acontecimento.
- b) () a notícia apresenta a manchete e na sequência, um texto-síntese (lide da notícia, em inglês, *lead*), a data e o autor.
- c) () a lide da notícia só apresenta a informação sobre quem está envolvido no acontecimento.
- d) () na notícia, o uso do presente simples é obrigatório.

9 Find out:

- the headline _____

- the date and place _____

- the lead _____

10 Imagine you have been invited to collaborate with JOCA and produce a news bulletin about current events in your school. Work in groups and follow the steps:

- 1) Research events and decide what news is relevant to write about.
- 2) Think about the genre and the characteristics of the headline and the lead.
- 3) Think about the layout: how can you make it visually attractive? Is it printed or online? Can you make it accessible to visually impaired students?
- 4) Produce a first version. Discuss in groups.
- 5) Produce a final version. How can you socialize it?



CREATE AND TRANSFORM

Let's Review!

- 1) In groups, answer the questions.
 - a) In the beginning of this unit, you discussed the world of news and media. What have you learned about fake news?
 - b) You've also learned about media literacy. Why is our participation important in society?
- 2) Now, think together and decide what you would like to do to show what you have learned in this unit. Look at the options below:

OPTION A: Fighting digital illiteracy

Join a group of students to help people learn how to use digital tools (computers, smartphones, etc.) in your community. You can support young teens, like you, elderly people, or older students from EJA, for example. How can you do it? Can you video record tips teaching how to fight fake news?

(Available at: https://cdn.pixabay.com/photo/2018/01/26/09/06/people-3108155_340.jpg Accessed on)



Available at: < <https://www.un.org/sustainabledevelopment/sustainable-development-goals/> (Accessed on November 6th, 2022)



OPTION B: Digital literacy survey

Make questions for a survey (in Portuguese) to check what students from grades 5-6 need to learn with the objective of developing digital literacy, for example. You can ask questions about internet safety and privacy. Analyze the answers and propose ways the school can help students.




And remember:

- Discuss and respect the decisions you make as a group.
- Talk with your classmates about how you can participate in, what activities you can be responsible for.
- Be proactive. There is always something new you can learn, a new skill you can improve. Part of learning is taking risks and trying again.
- Do your best and excel.
- Take time to plan, organize information, review what you produce (write and reread, for example).
- Decide on how you can share what you produce.



MY LEARNING PROGRESS

1) Como você se saiu nas atividades desta unidade? Complete o questionário a seguir.

I CAN...			
brainstorm ideas about the topic of a text by analyzing its title.			
understand the main ideas and specific information in oral and written texts.			
recognize contexts of use of relative pronouns.			
read the headline and leads of news to identify the main information.			
identify the main structure of news (especially the lead).			
produce parts of the structure of news (the headline and lead) for a news bulletin at school.			
help improve education in my community by sharing knowledge on digital literacy.			

2) No caso dos itens relacionados à compreensão de textos (orais, escritos) e a conhecimentos da língua inglesa (vocabulário e estrutura), o que você pode fazer para praticar mais? Veja as possibilidades abaixo. O que gostaria de fazer?

- organizar um grupo virtual para estudar e tirar dúvidas de inglês com os colegas.
- visitar os links dos textos estudados e ler mais sobre o assunto (jornais e sites jornalísticos, por exemplo, a *bbc.com*).
- usar dicionários online para acessar atividades (com jogos, leitura, etc.).

ULTIMATE CHALLENGE!

11 Relembre e escreva, com suas próprias palavras, as 5 dicas que o jornalista Damasio Reyes ensinou para identificar fake news.

De que modo os temas que você estudou nesta unidade podem contribuir para o seu TCA? Conte para seus colegas e professor.

Me as a news reader!

12 Choose an article to read from some news in English and fill in the information below.

Title of the news:		
Joca number / month:	Author:	Date:
Main information:		
What:		
Where:		
When:		
Who:		
Why:		



VOCABULARY LOG

WORD:

Equivalent(s) in Portuguese:

Part of speech: () noun () verb () adjective () other _____

Synonyms:

Example(s) in context:

WORD:

Equivalent(s) in Portuguese:

Part of speech: () noun () verb () adjective () other _____

Synonyms:

Example(s) in context:

WORD:

Equivalent(s) in Portuguese:

Part of speech: () noun () verb () adjective () other _____

Synonyms:

Example(s) in context:

WORD:

Equivalent(s) in Portuguese:

Part of speech: () noun () verb () adjective () other _____

Synonyms:

Example(s) in context:

UNIT 2


FOR A MORE SUSTAINABLE WORLD

NESTA UNIDADE, VOCÊ VAI:

- explicar algo que você queira dizer por meio de paráfrases ou justificativas;
- fazer previsões sobre o futuro, em inglês, baseadas em evidências científicas;
- compreender o tema, a finalidade de um texto, os interlocutores e inferir informações em textos orais;
- inferir informações não explícitas em textos;
- reconhecer os comparativos usando adjetivos, em inglês;
- produzir um vídeo de conscientização sobre as mudanças climáticas;
- produzir um vídeo de campanha para conscientizar os jovens sobre o tema “sustentabilidade” do planeta;
- decidir, coletivamente, entre duas opções temáticas, para desenvolver um projeto sobre consumo sustentável e o cuidado com o planeta.

(Source: imagem de Tumisu por Pixabay





“Amazônia” - Sebastião Salgado.
Exhibit at SESC Pompeia, São Paulo. 2022.



EXPLORE

Look at the picture below and answer. What do you know about climate change?

10 ANOS
joca
O único jornal para jovens e crianças

nº 180
8/13/2022 a 10/2022

ATENÇÃO!
As edições de Joca vão sair de férias e voltarão no começo de fevereiro. Enquanto isso, acompanhe notícias pelo site jocajoca.com.br

Covid-19 no Brasil
Mês de outubro registra o menor número de mortes em 2021 no país • PÁG. 2

Repórter mirim
Um bate-papo com Guilherme Domenichelli, da coluna "Dúvida animal", no site de Joca • PÁG. 10

10 anos do Joca
Curiosidades, linha do tempo e histórias divertidas para comemorar o aniversário do jornal • PÁG. 7

A CONFERÊNCIA SOBRE AS MUDANÇAS CLIMÁTICAS

IF NOT YOU, WHO? IF NOT NOW, WHEN? COP26 ACT NOW!

Confira quais acordos estão sendo feitos por líderes mundiais na COP26, o que o Brasil declarou até agora e como os jovens estão se posicionando durante o evento • PÁGS. 3 E 5

Durante protesto em 6 de novembro, uma manifestante em Estocolmo, Suécia, segurou uma placa com a frase "If not you, who? If not now, when? COP26, act now!"

[Available at: https://educacao.sme.prefeitura.sp.gov.br/educacao/periodicos accessed on November 12, 2022.]

Joca newspaper. Issue Front page. 2022.



CULTURAL NOTE

A Conferência das Partes – COP é o órgão supremo da Convenção-Quadro das Nações Unidas sobre Mudança do Clima, adotada em 1992. É uma associação de todos os países membros (ou “Partes”) signatários da Convenção, que, após sua ratificação em 1994, passaram a se reunir anualmente a partir de 1995, por um período de duas semanas, para avaliar a situação das mudanças climáticas no planeta e propor mecanismos a fim de garantir a efetividade da Convenção.

(Disponível em: <https://cetesb.sp.gov.br/proclima/conferencia-das-partes-cop/>. Acesso em: 11 nov., 2022)

1 Read the girl’s poster on the previous page and talk in groups:

a) Why does the girl urge the COP 26 to act “now”?

b) Is it possible to relate climate changes to deforestation (in the Amazon, for example)? How?

2 What other human activities may be related to climate changes? Discuss and present to the class:



<https://pt.dreamstime.com/fesche-acima-de-person-collecting-plastic-waste-poluju-praia-image116704499>

Plastic waste



<https://pt.dreamstime.com/sea-beach-polluted-oil-crude-spill-sand-city-impact-pollution-waste-disposal-ecological-catastrophy-image191164968>

Oil spill in oceans

3 Do you think the word “you” in the sentence on the poster could include you? If so, what can you do?

LESSON 1 - "SHOP TILL YOU DROP" - OR IS IT?

INTERACT AND LEARN

1 Watch the video and answer the questions.

- a) What is the message in each ad?
- b) How do they contrast?
- c) Do you feel forced to consume by ad?
- d) Have you ever experienced any situation that can be related to what the cartoons criticize?

2 You are going to listen to the audio of a video entitled ***The Problem with Black Friday***. What do you know about Black Friday? What can be a problem with it? Brainstorm with your classmates.

3 Listen and check your hypotheses.

4 Tick the options you've heard.

- a) () It encourages people to consume goods they need.
- b) () People buy things even if they don't need them.
- c) () Over-consumption has consequences to the environment.
- d) () Shipping goods means more packaging but less fuel used in transportation.
- e) () Greenhouse gas emissions increased in the USA because of goods transportation.

- 5 Listen again and fill in the gaps with the words you hear.

“The United States Postal _____ transported 900 million packages during the month between _____ and Christmas in 2018. And this demand for _____ is slowly adding to the emissions of the _____ sector, which now accounts for 29% or the _____ share of the United States _____ gas emissions, according to the Environmental Protection Agency.”

- 6 Now, discuss in groups.

- Why do you think North-Americans overconsume during these days?
- Is this a similar problem for us, in São Paulo / Brazil?



THINK CRITICALLY!

Mais adiante no vídeo, o narrador trata das consequências da Black Friday como forma de perpetuar problemas sociais nos EUA, trazendo a seguinte fala de Noam Chomsky, em uma entrevista:

“a huge part of the economy is devoted to trying to drive these things out of people’s heads: to make you think that all you want is more commodities, so you should go shopping instead of reading.”

Agora, pense:

- Você sente que é encorajado a comprar e ter cada vez mais coisas ?

- Quais estratégias são utilizadas para estimular o consumismo? Você presta atenção nessas estratégias quando consome algo?
- Há alguma alternativa para esse modo de viver e pensar, voltado para o consumismo?



CULTURAL NOTE

Avram Noam Chomsky (nascido em 1928) é um linguista, filósofo, sociólogo, cientista cognitivo, comentarista e ativista político norte-americano, reverenciado em âmbito acadêmico como “o pai da linguística moderna”.

(Disponível em: https://pt.wikipedia.org/wiki/Noam_Chomsky. Acesso em: 11 nov., 2022)

LANGUAGE STUDY

- 7 Leia as frases e preste atenção nas expressões destacadas. Assinale a ideia que elas expressam.
- a) “For a **more** sustainable world”.
 - b) “[...] the **largest** share of the United States greenhouse gas emissions, [...]”
 - c) This game is simply the **best**!
() de comparação de igualdade.
() de comparação de inferioridade.
() de comparação de superioridade.

Contexts of use

Making comparisons with adjectives

Em inglês, podemos comparar expressando diferentes ideias; por exemplo, mostrando que:

- dois elementos/situações são iguais ou diferentes; Examples:

*I'm as **tall** as you.*

*New York isn't as **big** as São Paulo.*

- que um elemento tem uma característica superior ou inferior (em quantidade, em qualidade); Examples:

*This game is more **expensive** than I thought.*

*Today is **hotter** than yesterday.*

- ou ainda destacar um elemento dentre vários da mesma natureza e expressar que a qualidade é única dentre todos os outros elementos; Examples:

*This is the most **important** work by Emicida.*

*Our school is the **biggest** in the neighborhood.*

Chamamos de **comparative of superiority** quando expressamos relações de superioridade entre dois elementos; e **comparative of equality** quando expressamos relações de igualdade ou diferença entre elementos. Quando comparamos um elemento em um grupo de vários outros para destacá-lo, usamos o **superlative**.

Structure

Em inglês, quando queremos expressar uma comparação no grau de superioridade ou no superlativo, é preciso ficar atento às características do adjetivo que vamos usar para comparar: se ele é **curto (short adjective)**, composto por uma única sílaba ou duas, dependendo de sua terminação; ou **longo (long adjective)**, com duas sílabas ou mais.

Comparative of Superiority

- Long adjectives: use **more** + adjective + **than**

Examples: *interesting = more interesting than; modern = more modern than; sustainable = _____*

- Short adjectives: use adjective + **er** + than

Examples: *short = shorter than; creamy = _____; big = bigger than; small = smaller than; happy = happier than*

Superlative

- Long adjectives: use **the most** + adjective

Examples: *interesting* = *the most interesting*; *modern* = *the most modern*

- Short adjectives: use **the** + adjective + **est**

Examples: *short* = *the shortest*; *big* = *the biggest*; *small* = *the smallest*; *happy* = *the happiest*; *late* =

Note:

- for adjectives ending in -y, omit the -y and add **-ier/-iest**;
- for adjectives ending in consonant + vowel + consonant, double the last consonant before adding **-er/-est**;
- for adjectives ending in e, just add **-r/-st**.

That's curious!

Em inglês, assim como em português, há formas irregulares do comparativo e do superlativo de alguns adjetivos, por exemplo:

- *good* (bom): *better than* (melhor do que), *the best* (o/a melhor)
- *bad* (ruim): *worse than* (pior do que), *the worst* (o/a pior)

- 8 The sentences below refer to ideas related to a more sustainable world. Read them and circle the appropriate comparison.
- a) We can make our city **greener** / **more green**. We can live more sustainably.
- b) "There is no beauty in **the most fine** / **the finest** cloth if it makes hunger and unhappiness." (Mahatma Gandhi)

- c) **The most expensive / The expensiver** isn't always **the best / the better**.
- d) Your desire to change must be **stronger / more strong** than your desire to stay the same.
- 9 Express an idea about a more sustainable world by making comparisons. Then share your ideas in groups.

VOCABULARY STUDY

- 10 Study the pictures related to climate change effects in nature. Label the pictures with the expressions below.

air pollution - ice cap melting - erosion - flood - drought - landslide - wildfire

a) _____



<https://pt.dreamstime.com/stock-image-erosion-cliff-face-erosion-com-terra-de-expositas-ao-beira-mar-cliff-face-erosion-com-terra-de-desintegracao-30-e-sujaira-image15000845>

b) _____



<https://www.dreamstime.com/stock-images-hubbard-glacier-calving-image16193184>

c) _____



<https://www.dreamstime.com/stock-photography-desertification-image19347512>

d) _____



<https://www.dreamstime.com/stock-photo-air-pollution-city-buildings-serious-image69870571>

e) _____



<https://www.dreamstime.com/royalty-free-stock-photography-flooded-street-image16466677>

f) _____



<https://pt.dreamstime.com/imagens-de-stock-royalty-free-grande-inc%C3%AAsio-violento-image33244539>

- 11 Wildfire is a compound noun, formed by the combination of two existing words. What other compound nouns can you find in Activity 1?

- 12 Combine the words to form compound nouns.

earth

mud

heat

slide

waves

quake

- 13 Talk in pairs. Which climate change effects, in general, affect our city? What about the region where you live, more specifically?

LESSON 2 - EMPOWERING TEENS FOR A SUSTAINABLE FUTURE

RESEARCH AND PRODUCE

- 1 What is sustainability? In groups, elaborate a definition for the concept based on what you know.
- 2 Read the definition. Does it match any of the ideas you mentioned in the previous activity?

In 1987, the United Nations Brundtland Commission defined sustainability as “meeting the needs of the present without compromising the ability of future generations to meet their own needs.” Today, there are almost 140 developing countries in the world seeking ways of meeting their development needs, but with the increasing threat of climate change, concrete efforts must be made to ensure development today does not negatively affect future generations.

(Available at: < <https://www.un.org/en/academic-impact/sustainability> > Accessed on: November 12, 2022)

- 3 What are “needs of the present”? Why can this be a problem for sustainability?

- 4 You are going to read one post from the blog entitled “Say no to Fast Fashion”. Explore the picture in the beginning of the post and answer: What do the title and the picture suggest? Then, read the beginning of the post and check your prediction.

Why you should say “no” to Fast Fashion

Written by Patricia Wiegel | January 15, 2023

Fast fashion is the process of designing, manufacturing, marketing and selling great quantities of cheap clothing, in a rapid way. This is done by replicating garments, using low-quality materials in order to make them financially accessible to a larger public. As a consequence, it has increased consumption and impacted the environment and the lives of garment workers.



imagem de lic por Pixabay

By producing great volumes of clothing so quickly, the brands earn millions of dollars. This is possible because the low-cost is related not only to the poor quality of materials, but also to the minimum wage paid to garment workers in certain parts of the globe, such as India, Cambodia and Pakistan.

So, what is the alternative?

In order to fight Fast Fashion, we encourage another movement: Slow Fashion. Try to shop from brands that show they have co-responsibility towards the whole industry process of production related, for instance, to the life quality of garment workers, fair labor rights, and the use of eco-friendly and lasting materials.

Would you like to learn more about this topic? Watch the documentary “The True Cost”.

(Based on: < a href="https://earth.org/fast-fashions-detrimental-effect-on-the-environment/#" ; https://sustainableteens.com/blog/blog-post-four-ax7rc ; https://ypte.org.uk/factsheets/fast-fashion/what-do-we-mean-by-fast-fashion > Accessed on: November 11, 2022)

Vocabulary Help

garment: vestuário

cheap: barato

increase: aumentar

high: alto(a)

wage: salário

lasting materials: materiais duráveis



CULTURAL NOTE

Lançado em 2015, o documentário *The True Cost* (O custo real) trata da indústria da moda e problematiza o fato dela ser uma das mais poluentes do mundo, apresentando as consequências sociais, ambientais e econômicas (na relação com o trabalho escravizado).

Baseado em: < <https://truecostmovie.com/about/>>. Acesso em 15 nov. 2022.

- 5 Number (from 1 to 4) the main points in each paragraph, according to the sequence they are presented in the text.

The author of the blog:

- a) () presents fast fashion marketing strategies, as well as cost and profit information.
- b) () gives the reader a film suggestion to know more about the topic.
- c) () presents an opposed perspective to the concept of fast fashion and offers the reader suggestions on how to behave.
- d) () states the definition of the term fast fashion, explains the production strategies and its impacts.

- 6 Go back to the text and find words related to fast fashion characteristics. Use the definitions below to help you.

- a) the way clothing is produced by fast fashion _____
- b) the quality of its products _____
- c) the price of its products _____
- d) the quantity of clothing it produces _____
- e) the impacts fast fashion produces on the environment _____

7 Talk in groups:

- Explain why slow fashion is a more sustainable alternative for shopping clothes. Refer to the information presented in text to justify.
- Can you add other suggestions to the ones presented in the third paragraph?
- What's your behavior related to fashion shopping?



THINK CRITICALLY!

Considere a notícia abaixo e reflita:

Família estrangeira é resgatada de trabalho escravo em oficina de costura em São Paulo

15 de março de 2023

Estrangeiros resgatados de trabalho escravo em oficina de costura – Uma família de origem sulamericana que vivia em situação de trabalho análogo à escravidão foi resgatada pela Polícia Civil em uma oficina de costura na zona norte de São Paulo.

(Based on: <<https://csb.org.br/noticias/trabalho-escravo-em-oficina-de-costura-em-sp>. Acesso em: 12 nov. 2022.)

Let's research more about human activities that influence climate change and possible solutions for the problem. Prepare a presentation entitled "All you need to know about" to share your research with your classmates.

Work in groups and follow the steps:

Planning

- 1) Choose a topic you want to research. Think about the city and the problems São Paulo faces, in different regions. What did you find out?
- 2) Now, define one research question (or more). What would you like to know more about? How was the problem caused? How long has it been happening? Do other cities around the world face similar problems? How are they facing them?

Researching and organizing

- 1) Choose the sources to study the topic. You can use sites, videos (news media) or printed material (from the library, for example) research. You can also interview people in your community.
- 2) Organize the information you've found out. Remember you have questions to be answered: they guide your research.

Preparing and socializing

- 1) Decide how you want to present the information and think about how you can make it accessible for visually or hearing-impaired students. You may:
 - a) organize 2 or 3 slides and present to the class;
 - b) prepare a leaflet with the information and distribute it to your classmates;
 - c) write a blog post (inspired by Amanda's one) for the school site.

LANGUAGE STUDY

- 8 Estude o *blog post* que você leu. Qual a finalidade de um *blog*? Quais as características? Assinale as opções apropriadas.
- a) () um *blog* traz informações e notícias na internet, escritas por um autor do *blog* (um blogueiro) a um público interessado.
 - b) () um *blog* pode tratar de temas variados, mas sempre voltados para a vida pessoal do blogueiro.
 - c) () o *blog* é um gênero digital (na internet), sempre com comentários sobre um determinado assunto.
 - d) () as publicações dos *blogs* são chamadas de *posts* e estão sempre vinculadas a empresas que financiam tais postagens.

- 9) Que tal escrever um comentário para o *post* da Amanda? O que você achou do artigo e das sugestões que ela deu sobre a cultura **Slow fashion**? Como você pode agir no sentido de ser um consumidor mais consciente?

Ao escrever:

- mostre que você apreciou o artigo do *blog* e parabenize a autora;
- comente o que você achou das ideias que ela apresentou e se elas fazem sentido pra você, como um jovem consumidor consciente;
- dê exemplos de como os jovens da sua comunidade estão agindo para cuidar da sustentabilidade do planeta.



CREATE AND TRANSFORM

Let's Review!

- 1) In groups, answer this question:

- *How can you relate the aspects you've learned in this unit to climate change? How are production processes related to it?*

- 2) Remember Amanda's blog when she says that: "My goal is to share the importance and benefits of sustainable practices, and how teens can work together to ensure a more sustainable future for our planet."

- 3) Now answer: Is it a goal for you too? Shouldn't it be a goal for everybody?

- 4) Think together and decide what you would like to do to help people develop more sustainable attitudes. Look at the options below:

OPTION A: Barter in Action!

- 1) Create a barter event at school. Organize a day when students can swap things they do not need anymore, but can still be used. Write an invitation for the students, explaining the aim of the event and what they can barter.

OPTION B: “If not you, who? If not now, when?” - a video campaign

- Create a video campaign related to the problems you face in your community related to climate change. Review the discussions and researches in this unit. How can you adapt what you produce to make a video? Add english subtitles to reach an international audience.

(Available at: < <https://www.un.org/sustainabledevelopment/sustainable-development-goals/> > Accessed on November 06, 2022)






And remember:

- Discuss and respect the decision you make as a group.
- Talk with your classmates about how you can participate in and what activities you can be responsible for.
- Be proactive. There is always something new you can learn about, a new skill you can improve. Part of learning is taking risks and trying again.
- Do your best and excel.
- Take time to plan, organize information, review what you produce.
- Decide on how you can share what you've done to an international audience.



MY LEARNING PROGRESS

1) Como você se saiu nas atividades desta unidade? Complete o questionário a seguir.

I CAN..			
predict the main topic and find specific information in texts by analyzing titles and considering previous knowledge about the topic.			
understand detailed information in texts.			
recognize contexts of use and form of comparatives and superlatives of adjectives in English.			
search a topic by asking questions, selecting appropriate sources, organizing information and presenting it to the community.			
post on a blog.			
understand the characteristics of a blog post.			
help people develop more sustainable attitudes by sharing my knowledge.			

2) No caso dos itens relacionados à compreensão de textos (orais, escritos) e a conhecimentos da língua inglesa (vocabulário e estrutura), o que você pode fazer para praticar mais? Veja as possibilidades abaixo. O que gostaria de fazer?

- organizar um grupo virtual para estudar e tirar dúvidas de inglês com os(as) colegas.
- acessar os links dos textos estudados e ler mais sobre o assunto (jornais e sites jornalísticos, por exemplo, a *bbc.com*).
- usar dicionários online para acessar atividades (com jogos, leitura etc).

ULTIMATE CHALLENGE!

- 10) Relembre o *post* sobre *fast fashion*. Escreva um comentário pessoal sobre o tópico e que ações os jovens podem tomar para cuidar da sustentabilidade do planeta.

- 11 De que modo os assuntos que você estudou nesta unidade e/ou as atividades que você desenvolveu contribuíram para o seu TCA? Conte para seus colegas e professor.

Me as a news reader!

- a) Choose an article to read from some news in English and fill in the information below.

Title of the news:		
Joca number / month:	Author:	Date:
Main information:		
What:		
Where:		
When:		
Who:		
Why:		



VOCABULARY LOG

WORD:

Equivalent(s) in Portuguese:

Part of speech: () noun () verb () adjective () other _____

Synonyms:

Example(s) in context:

WORD:

Equivalent(s) in Portuguese:

Part of speech: () noun () verb () adjective () other _____

Synonyms:

Example(s) in context:

WORD:
Equivalent(s) in Portuguese:
Part of speech: () noun () verb () adjective () other _____
Synonyms:
Example(s) in context:

WORD:
Equivalent(s) in Portuguese:
Part of speech: () noun () verb () adjective () other _____
Synonyms:
Example(s) in context:

UNIT 3

ART & ENTERTAINMENT IN A MULTICULTURAL CITY

NESTA UNIDADE, VOCÊ VAI:

- expressar sua opinião sobre diferentes espaços de cultura, arte e lazer na Cidade de São Paulo;
- trocar informações os colegas para prestigiar e participar de eventos culturais na cidade;
- compreender detalhadamente textos escritos e orais, fazendo inferências sobre informações e relações que não aparecem de modo explícito no texto;
- reconhecer contextos de uso de quantificadores em inglês (*some, any, many, much*);
- dramatizar uma cena de filme;
- produzir um informe turístico sobre eventos culturais (alternativos, por exemplo) na Cidade de São Paulo;
- investigar fatores que podem impedir o entendimento entre pessoas de culturas diferentes que falam a língua Inglesa como língua materna ou estrangeira;
- investigar de que forma expressões, gestos e comportamentos são interpretados em função de aspectos culturais, étnicos e raciais;
- decidir, coletivamente, entre duas opções temáticas, para produzir um trabalho final que sintetize as aprendizagens da Unidade.





Center for the Northeastern Cultural Traditions
(in Portuguese, CTN - Centro de Tradições Nordestinas). Limão District, São Paulo.



EXPLORE

Look at the pictures. How are they related to the title of this Unit?



Black Awareness Festival. Mercado Central - São Paulo, 2022.



Black Children's Literature Symposium and Book Festival. North Carolina, USA. 2018.



Kantuta Sunday Fair. Pari. São Paulo.

<https://www.prefeitura.sp.gov.br/cidade/secretarias/subprefeituras/noticias/?p=288310> > (Accessed on: November 18th, 2022)

(Available at: <[https://commons.wikimedia.org/wiki/File:Festa_andina_na_Pra%C3%A7a_da_Kantuta_em_S%C3%A3o_Paulo_\(28897871660\).jpg](https://commons.wikimedia.org/wiki/File:Festa_andina_na_Pra%C3%A7a_da_Kantuta_em_S%C3%A3o_Paulo_(28897871660).jpg)>)

(Available at: <<https://ncsls.org/2018/10/22/black-childrens-literature-symposium/>> - Accessed on: November 12, 2022)

1 Read this quote by Mahatma Gandhi and talk in groups:

Available at: <https://www.culturepartnership.eu/en/article/12-yarkih-tsiat-o-poli-kuluri-vo-vremya-krizisa>. Accessed on November 12, 2022

I do not want my house to be walled in on all sides and my windows to be stuffed. I want the cultures of all lands to be blown about my house as freely as possible. But I refuse to be blown off my feet by any. I refuse to live in other people's houses as an interloper, a beggar or a slave.

by Mahatma Gandhi. Published in Young Indian, 1-6, 1921, p. 170.

Vocabulary Help

stuffed: fechadas

blown about: sopradas

to be blown off one's

feet: perder o chão

interloper: intruso(a)

beggar: mendigo(a)

slave: escravizado(a)

- How do you think you can have cultures “of all countries flow into your house freely”?
- Is English connected to this idea?
- What does “And, yet, I do not want to be knocked off my feet” mean?

2 Talk with your classmates: What cultural and artistic events do you participate in the city? What about in your community? Explain.

LESSON 1 – MULTICULTURAL CITIES

INTERACT AND LEARN

- 1 What is a multicultural city? Brainstorm in groups.

- 2 Now, read the definition below. Does it match what you've listed in activity 1?

A characteristic of a society that has many different ethnic or national cultures mingling freely. It can also refer to political or social policies which support or encourage such coexistence. This idea shows how important cultural practices are, and should be tolerated as a measure of respect, no matter how unusual.

(Available at: [https://socialsci.libretexts.org/Bookshelves/Sociology/Introduction_to_Sociology/Book%3A_Sociology_\(Boundless\)/10%3A_Race_and_Ethnicity](https://socialsci.libretexts.org/Bookshelves/Sociology/Introduction_to_Sociology/Book%3A_Sociology_(Boundless)/10%3A_Race_and_Ethnicity).
Accessed on: November 12, 2022)

- 3 List multicultural cities around the world.

- 4 Read the article entitled “**Toronto: the most multicultural city in the world**”. Then, match the paragraphs to the subheadings.

Unique food that will change your taste forever
Culturally rich districts to explore
Cultural festivals that broaden your horizon
Meet people from everywhere in the world

Toronto: the most multicultural city in the world

June 8, 2022

Known as the most diverse city in the world, more than fifty percent of the people living in Toronto were born outside of Canada. It surely is a melting pot of diversity in terms of nationalities, languages and cultures, coexisting. So, what will you find out when you come to live and study in Toronto? Have a look at some insights:

1)

Toronto isn't the only city in the world to have **lots of** foreign-born residents. (...) There are over 250 ethnicities present in the Toronto region, with 180 different dialects spoken. Just about every corner of the world is represented, from Portugal to Pakistan. (...)

2)

There's nothing Torontonians love more than a street festival, and with so **many** different cultures around it seems like there's always an excuse to get together and celebrate. **Some** of the city's most popular festivals include the Roncesvalles Polish Festival, which serves up polish culture with polka music and pierogi dumplings, and the Toronto Chinatown Festival, where you'll find martial arts performances, authentic asian street foods, and lion and dragon dancing.

3)

For every nationality that's represented in Toronto, there's probably a corresponding neighborhood that proudly represents its cultural heritage. **Some** of Toronto's coolest neighborhoods to check out include Greektown, with lively Greek tavernas and pastry shops, and super cool Koreatown. (...)

4)

Food certainly brings people together, right? You might be confident that nothing beats your national cuisine, but spend a bit of time in Toronto and you'll be humbled by the incre-

dible variety of flavors you'll come across. Get introduced to local culture with a delicious pot of poutine, the national dish of Canada. Crispy french fries are topped with fresh cheese curds and piping hot gravy. The result is a melted, gooey mountain of potato, cheese and sauce that's hearty and perfect for cold, winter nights. (...) Also, check out traditional portuguese egg tarts in Little Portugal for an authentic taste of these buttery, flaky delights.

Canada's largest city, Toronto has so **much** to see and offer its visitors. For more information about studying abroad at the University of Toronto, check out SAFAbroad.org to find the SAF program that's right for you.

(Adapted and edited from: <https://www.studyabroadfoundation.org/blogs/why-toronto-most-multicultural-city-world#:~:text=Recognized%20by%20both%20the%20United,nationalities%20from%20around%20the%20world>. Accessed on November 12, 2022)

Vocabulary Help

dumplings: bolinho.
pastry shops: doceria
melted: derretido
sauce: molho

buttery, flaky delights: delícias folhadas
gooey: pegajoso, grudento



CULTURAL NOTE

Apesar do inglês ser a língua predominante falada pelos torontonianos, muitas outras línguas têm um número considerável de falantes locais. Variações do chinês e do italiano são a segunda e terceira línguas mais faladas no trabalho, respectivamente. Apesar do bilinguismo oficial (inglês / francês) do Canadá, enquanto 9,7% dos francófonos de Ontário vivem em Toronto, apenas 0,6% da população relatou o francês como língua falada mais frequentemente em casa; enquanto isso, 64% relataram falar predominantemente apenas em inglês e 28,3% utilizavam principalmente uma língua não oficial; 7,1% relataram que falam vários idiomas em casa. Os serviços de emergência da cidade estão equipados para responder em mais de 150 idiomas.

(Disponível em: <https://pt.wikipedia.org/wiki/Toronto>. Acesso em 12 nov. 2022)

- 5 Read the statements and write (T) for true or (F) for false according to the text.
- a) () There is a variety of languages people speak in Toronto.

- b) () Locals don't really appreciate the street festivals in Toronto.
- c) () In Toronto, there are districts where more Greeks and Koreans live.
- d) () The typical canadian dish is good to be eaten in summer.

6 Now, discuss in groups.

- How similar / different is Toronto from São Paulo?
- Do you like to try out cultural practices (like dancing, games) or food from different cultures and countries?



THINK CRITICALLY!

Leia novamente a definição de *multicultural society* e preste atenção nas partes destacadas.

"A characteristic of a society that has **many different ethnic or national cultures** mingling freely. It can also refer to political or social policies which support or encourage such **coexistence**. **Important in this is the idea that cultural practices**, no matter how unusual, **should be tolerated as a measure of respect.**"

Agora, pense:

- Será que essa coexistência entre culturas é sempre tranquila?
- O que significa que é necessário "tolerar" em sinal de respeito às outras culturas?

LANGUAGE STUDY

- 7 Analise os trechos retirados do blog e preste atenção nas palavras destacadas em **azul** e em **preto**. O que você percebe de semelhante/diferente?
- Toronto isn't the only city in the world to have **lots of** foreign-born **residents**.
 - (...) a street festival, and with so **many** different **cultures** (...).
 - Some** of the city's most popular **festivals** include the Roncesvalles Polish Festival, (...).
 - Some** of Toronto's coolest **neighborhoods** to check out include Greektown (...).
 - (...) Toronto has so **much** to see and offer its visitors (...).
- 8 Com base na sua análise, assinale as afirmações corretas.
- () *some, lots of, many, much, a bit of* indicam quantidade.
 - () *some* indica que existe alguma quantidade, enquanto *many, much, a lot of* indicam muita quantidade.
 - () *a bit of* é sinônimo de *some*.
 - () *many* (muitos, muitas) é utilizado com substantivos no plural.

Estude a explicação a seguir e depois faça a atividade.

Expressing quantity

Em inglês, há diferentes expressões/palavras para indicar quantidade. Usamos:

- **a lot of/lots of** para indicar grande quantidade.

Example: *A lot of tourists come to Brazil for the holidays every year.*

- **many** para indicar grande quantidade com substantivos contáveis.

Example: *I don't share many posts on my social media.*

- **much** para indicar grande quantidade com substantivos incontáveis.

Example: *I don't have much money. Sorry I can't help you.*

- **some** para indicar a existência de alguma quantidade, normalmente suficiente para algo.

Example: *There's some paper in the classroom. Go and get it.*

Attention!

Quando queremos expressar a ausência de quantidade ou perguntar sobre a quantidade de algo, usamos **any**.

Examples: *Are there any eggs? We need some for the cake.*

*Is there **any** water in the fridge? I'm so thirsty!*

*There aren't **any** students in the class. Where are they?*

*There isn't **any** homework for next week. Huray!*

- **a bit/(a) little** (pouco, pouca) e **(a) few** (poucos, poucas) para indicar pouca quantidade.

Examples: *Come on, kids, hurry up! I have a **few things** to prepare before the class.*

*Is there any **milk** in the fridge, Sam? Just **a little**.*

That's curious!

Quando fazemos uma pergunta para oferecer algo para alguém ou para pedir algo, usamos **some** com **substantivos incontáveis e contáveis no plural**; isto porque não estamos perguntando se algo existe ou não, em quantidade; sabemos que algo existe e assim, oferecemos uma quantidade para alguém. Veja:

*Would you like **some water**? Yes, please!*

*Can I have **some cookies**, please? Sure, here you are.*

VOCABULARY STUDY

11 In the blog post, the author mentions dishes from different cultures/countries. Study the pictures and read the post again. Underline the parts that refer to or describe them.

a)



b)



c)



12 Now talk in pairs.

- When you first read the blog, did you have a clear idea of the dishes described?
- Now that the pictures have been presented, do they help you understand what the dishes are like?

13 Eating habits can also be different from culture to culture. Look at the picture. What draws your attention?



- 14 Work in groups. Imagine you need to explain to a tourist from another country about country some typical Brazilian dishes we have in São Paulo. How can you describe this dish? Are there any words that have no translation?

Photo: 15764393 © Vinicius Tupinamba | Dreamstime.com



Photo: 112019298 © Stuart431 | Dreamstime.com



Photo: 34709686 © Moreno Novello | Dreamstime.com



LESSON 2 - MOVIE FESTIVALS

RESEARCH AND PRODUCE

- 1 Work in pairs. Talk about the following questions.
- Do you like watching movies? If so, do you remember the title of the last one you watched?
 - Where do you normally watch movies or series?
 - Do you have a favorite series? If so, which one?
 - Have you ever watched a movie in the open air?

- 2 Read the movie titles below. What do they have in common?



BLACK PANTER: WAKANDA FOREVER



RAY

12 years a slave



- 3 Listen to a movie teaser. What is the movie? Choose from the options presented in Activity 2.
- 4 Listen again and answer the questions:

- a) What strategy did the video producer use to make the teaser?

- b) Were you curious to see the movie teaser because of the song?

- c) Do you think the aim of the teaser was accomplished?

- d) What is the main point of the song? Why does the persona in the song repeat so many times the phrase “Everything’s gonna be alright”?

- 5 Read some lines from teaser. Can you complete them? Then listen and check.

- a) “No, woman, no _____.”
- b) “...And good _____ we have.”
- c) “Everything is gonna _____.”
- d) “Do you _____ me?”



CULTURAL NOTE

“**No Woman, No Cry**” é uma canção reggae de Bob Marley and the Wailers. Gravada em 1974, a música é uma contemplação das alegrias, tristezas e complexidade da vida pobre no gueto, ao mesmo tempo em que humaniza seus moradores como pessoas com as mesmas aspirações e esperanças que qualquer um. Descreve a vida nos jardins públicos de Trenchtown, favela do subúrbio de Kingston, capital da Jamaica, onde Bob Marley viveu durante a adolescência. (...)

(Disponível em: https://pt.wikipedia.org/wiki/No_Woman,_No_Cry. Acesso em 12 nov. 2022)

- 6 Now, talk in groups:

- In 2020, Chadwick Boseman, the main actor who played Black Panther in the first film, died of cancer at age 43. How do you interpret the song in the teaser, now that you know this information?

- Consider the information in Cultural Note and what life may be like for people who live in communities similar to the one Marley lived in.



THINK CRITICALLY!

Considere a informação da Nota Cultural e pense:

- Quanto complexa é a vida nas comunidades em São Paulo? O que você conhece dessa realidade?
- Como as práticas artísticas e culturais podem melhorar a vida das pessoas na cidade?

LANGUAGE STUDY

- 7 No *movie teaser* que você estudou, há falas de cenas do filme combinadas com a música de Bob Marley. Na produção de um filme, um dos trabalhos mais importantes é o da escrita do roteiro, em inglês, *screenplay*. Quais as características de um *screenplay*? Assinale o que achar verdadeiro.
- a) () o roteiro apresenta as falas das personagens, em cenas ou sequências que podem ser numeradas.
 - b) () as cenas precisam de uma descrição inicial: o tipo de cena (interna ou externa), o local onde as personagens estarão e o momento.
 - c) () as falas vêm entre aspas e logo depois, em cada uma delas, temos a identificação/nome da personagem.

- 8 Agora, veja um fragmento do roteiro do filme *Black Panther*. Verifique se as características que você assinalou na Atividade 7 estão presentes.

1 EXT. DEEP SPACE

A DARK SCREEN IS LIT UP BY TWINKLING STARS.

SON

BABA?

FATHER

YES, MU SON?

SON

TELL ME A STORY.

FATHER

WHICH ONE?

SON

THE STORY OF HOME.

A METEORITE DRIFT INTO FRAME, HEADING TOWARDS TINY EARTH OFF IN THE DISTANCE.

- 9 Play an actor for a day! Study the lines from a scene of *Wakanda forever*. Rehearse and act out!

RAMONDA MEETS THE RULER OF AN UNDERWATER KINGDOM CALLED TALOQAN, DESCENDED FROM THE ANCIENT MAYANS. THE RULER SURPRISES RAMONDA AND SHURI BY APPROACHING THEM ON A WAKANDAN RIVERSIDE.

RAMONDA: WHO ARE YOU? AND HOW DID YOU GET IN HERE?

(...)

NAMOR: THIS PLACE IS AMAZING. MY MOTHER TOLD STORIES ABOUT A PLACE LIKE THIS, A PROTECTED LAND WITH PEOPLE THAT NEVER HAD TO CHANGE WHO THEY WERE.

RAMONDA: I AM NOT A WOMAN WHO ENJOYS REPEATING HERSELF. WHO ARE YOU?

NAMOR: I HAVE MANY NAMES. MY PEOPLE CALL ME KUKULKAN. BUT MY ENEMIES CALL ME NAMOR.



CREATE AND TRANSFORM

Let's Review!

- 1) In groups, answer the questions.
 - a) After studying this Unit, what do you think about living in such a multicultural city like São Paulo?
 - b) What cultural and artistic events would you like to learn more and appreciate in São Paulo?
- 2) Now, think together and decide what you would like to do in order to show what you have learned in this unit. See the options below:

OPTION A: A Multicultural Party



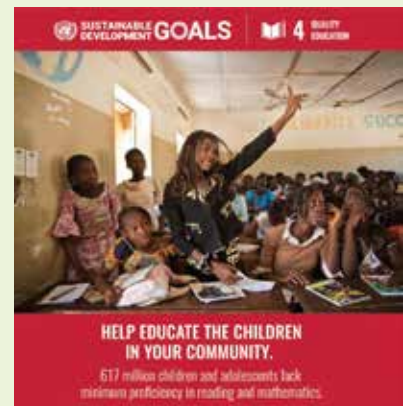
Create and organize a Multicultural Party at school. Read the poster to invite people for a **Multicultural June Party**. Good idea, isn't it! Why has the school decided to propose such a party? In groups, think about these questions, talk to your teammates and decide:

- How can you organize it in your school? First, you need to write a plan for the party and submit the proposal to your teacher and the school principal.
- Get to work! Don't forget to present the positive aspects for the event. Justify its importance for the school and the community. Remember to consider some basic information about the event like: When? Where? What's the public? Which cultural practices are you going to choose (gastronomy, arts, dance, handicraft)? List the possibilities you think are viable.
- Make a poster in English to invite people to the event.

OPTION B: A Film festival performance!

Organize a movie festival with performances from classic scenes. Think about these questions:

- What films would you like to include?
- Will it be an internal or external event (like a *Filme na Praça* event?)
- How can you help the audience understand the movies and the context of the scenes you are going to perform?



Available at: < <https://www.un.org/sustainabledevelopment/sustainable-development-goals/> (Accessed on November 6th, 2022)




And remember:

- Discuss and respect the decision you make as a group.
- Talk with your classmates about how you can participate, what activities you can be responsible for.
- Be proactive. There is always something new you can learn, a new skill you can improve. Part of learning is taking risks and trying again.
- Do your best and excel.
- Take time to plan, organize information, review what you produce (writing, for example).
- Decide on how you can socialize what you've organized to foreign speakers in the community and neighborhood.



MY LEARNING PROGRESS

1) Como você se saiu nas atividades desta unidade? Complete o questionário a seguir.

I CAN...			
brainstorm about the topic of a text by analyzing its title.			
understand the main ideas and specific information in oral and written texts.			
recognize contexts of use of quantifiers (some, much, many, any).			
act out movie scenes.			
describe a cultural, artistic event in my community / neighborhood.			
understand and appreciate the diversity of cultures and their artistic productions.			

2) No caso dos itens relacionados à compreensão de textos (orais, escritos) e aos conhecimentos da língua inglesa (vocabulário e estrutura), o que você pode fazer para praticar mais? Veja as possibilidades abaixo. O que você gostaria de fazer?

- organizar um grupo virtual para estudar e tirar dúvidas de inglês com os colegas.
- visitar os links dos textos estudados e ler mais sobre o assunto.
- usar dicionários online para acessar atividades (com jogos, leitura etc.).

ULTIMATE CHALLENGE!

- 10 Escreva uma dica para turistas sobre um evento cultural, artístico no seu bairro ou sua comunidade. Porque ele é interessante e deve ser apreciado? O que há para fazer no evento / festival?

Me as a news reader!

11 Choose an article to read from some news in English and fill in the information below.

Title of the news:		
Joca number / month:	Author:	Date:
Main information:		
What		
Where		
When		
Who		
Why		



VOCABULARY LOG

WORD:

Equivalent(s) in Portuguese:

Part of speech: () noun () verb () adjective () other _____

Synonyms:

Example(s) in context:

WORD:

Equivalent(s) in Portuguese:

Part of speech: () noun () verb () adjective () other _____

Synonyms:

Example(s) in context:

WORD:
Equivalent(s) in Portuguese:
Part of speech: () noun () verb () adjective () other _____
Synonyms:
Example(s) in context:

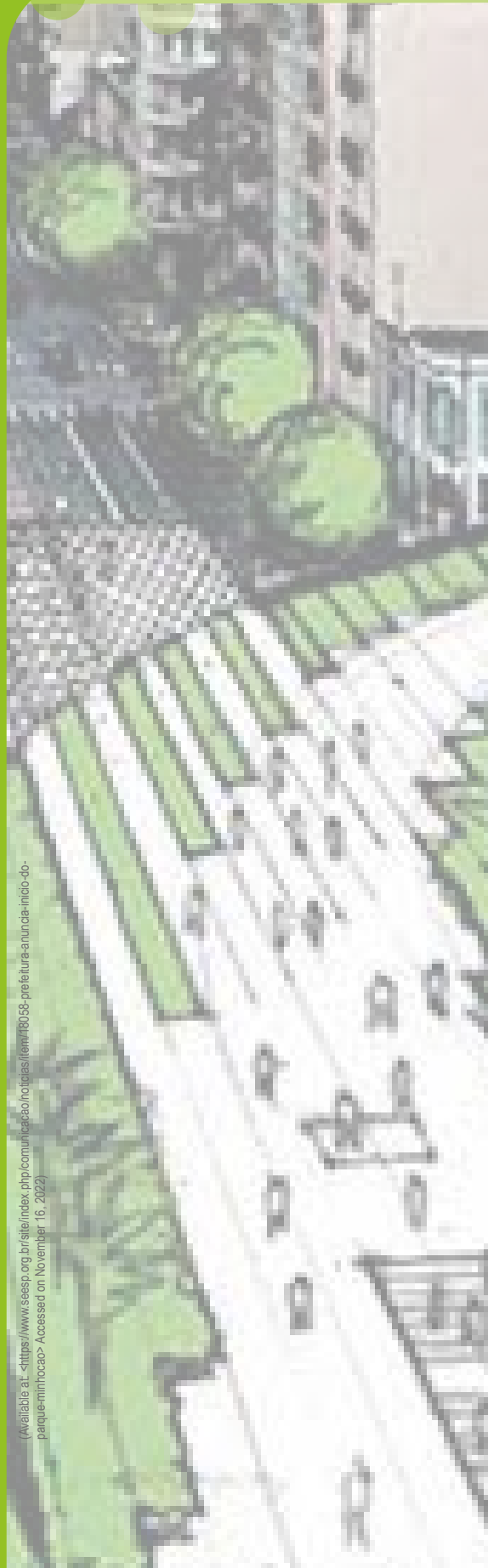
WORD:
Equivalent(s) in Portuguese:
Part of speech: () noun () verb () adjective () other _____
Synonyms:
Example(s) in context:

UNIT 4

A BETTER CITY FOR ALL OF US

NESTA UNIDADE, VOCÊ VAI:

- conversar sobre como uma cidade pode ser mais acolhedora e sustentável;
- expressar planos/intenções para colaborar com o desenvolvimento sustentável das cidades;
- identificar o assunto, a finalidade e as ideias principais em um texto;
- analisar o conteúdo de textos, de portadores e modalidades diversas, comparando diferentes perspectivas apresentadas sobre um mesmo assunto;
- inferir informações em textos, a partir da compreensão detalhada;
- reconhecer diferentes expressões para indicar o futuro em inglês (*going to x will*);
- produzir um *tweet* para participar do *World Cities Day*;
- decidir, coletivamente, entre duas opções temáticas, para produzir um trabalho final que sintetize as aprendizagens da Unidade.





Minhocão Park project. São Paulo.



EXPLORE

Look at the pictures and answer the questions:

- What aspects of urban life can you see?
- Do you recognize any of them? Use the captions to help you.
- Which one is related to:
 - how an urban area will look like in the future?
 - how people move around the city?
 - money investment in infrastructure?
 - behavior changes in a community can make people enjoy the city better?

(Available at: <<https://topbrasil.org/sao-miguel-mais-humana-rua-para-todos/>> Accessed on November 16, 2022)



Praça Getúlio Vargas Filho recebeu mobiliário e pintura de piso para o evento “São Miguel Mais Humana: Rua para Todos”

(Available at: <<https://www.dreamstime.com/stock-images-moscow-city-complex-under-construction-image12918964>> Accessed on November 16, 2022)



City complex under construction in Moscow, Russia.



<https://www.dreamstime.com/mobility-cities-private-car-bus-cyclists-pedestrians-metro-concept-chart-keywords-icons-stamp-pencil-calculator-image177544639>
> Accessed on November 16, 2022)

Thinking about Future Cities: Mobility mind map

- 1 Read these quick facts from the World Cities report 2022, presented in the beginning of this unit. Underline the main ideas in each of them.

Quick Facts

A business-as-usual approach will result in a pessimistic scenario of urban futures characterized by the systemic discrimination and exclusion of the poor in urban agendas.

Cities are here to stay and the future of humanity is, undoubtedly, urban but not exclusively in large metropolitan areas.

Urbanization will continue to be a transformative, but uneven process that will require differentiated responses depending on the diversity of the urban content.

The worst case scenario of urban futures will have disastrous consequences for cities, thus resulting in economic uncertainties, environmental challenges and exacerbate existing vulnerabilities.

With concerted policy action, it is possible for cities to avoid either the high damage or pessimistic scenarios and instead emerge into a more optimistic urban future.

- 2 In groups, talk.

- Do the facts imply a more optimistic or pessimistic view? Why?
- Considering the title of this unit, how do you see “a better São Paulo for all of us”?

LESSON 1 – WORLD CITIES DAY

INTERACT AND LEARN

1 Explore the texts in this Unit and answer the questions.

a) What are they? Tick below.

text messages

posts in a social microblog

b) How do you know? Explain in pairs.

c) What is the hashtag topic?

d) What is the common goal of the texts?

to exemplify initiatives that are addressing issues in urban life.

to inform people how to take part in the initiatives

to announce the next World Cities Day event.

2 Now study the texts and answer the questions:

Which text mentions...

a) the importance of cities to include people at risk, coming from other countries?

b) the need to consider biodiversity and nature when planning changes in the city?

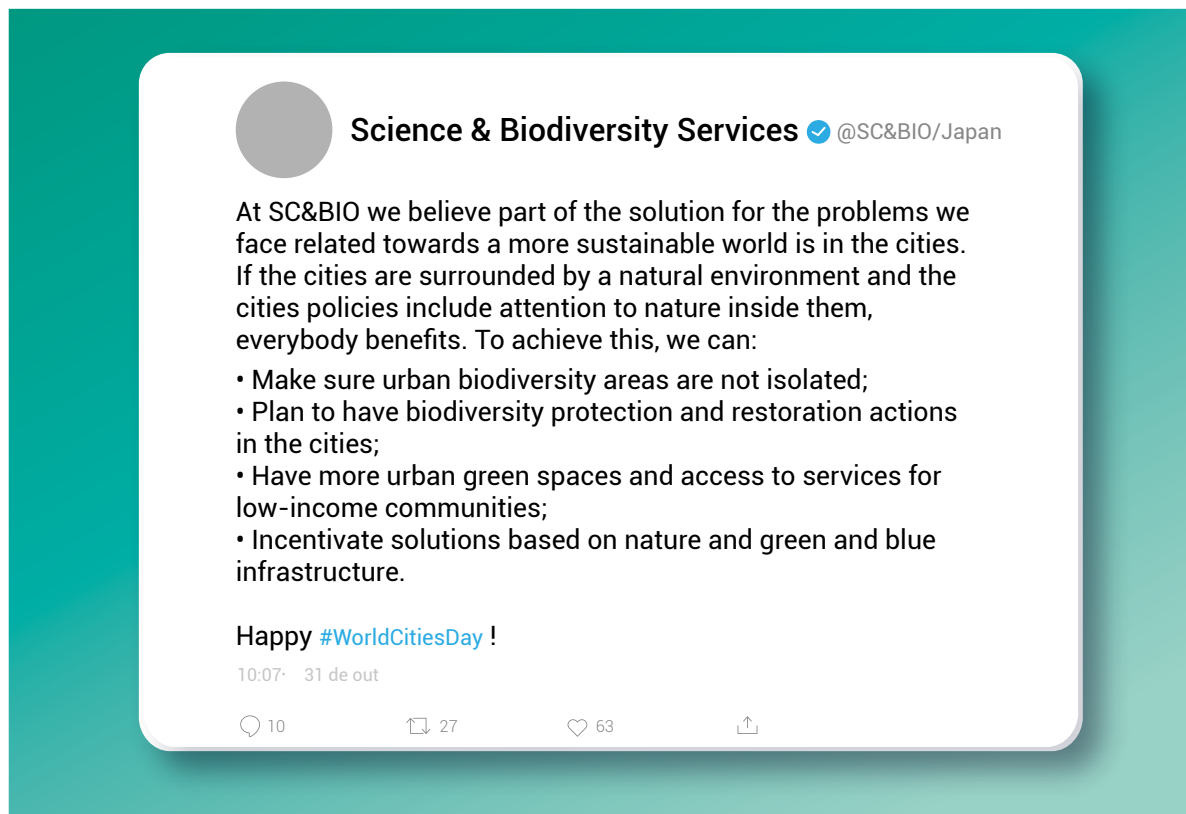
c) the importance of community participation in making cities visually attractive?

TEXT I



https://twitter.com/KDI_Kenya/status/1587057382076579840/photo/1

TEXT II



<https://twitter.com/IPBES/status/1587058303175213058/photo/1>

TEXT III




paty wigel ✓ @pwigel
 The number of refugees around the world is increasing and the cities need to embrace them. Addis Ababa is not different: the city now has around 75,000. To respond to the challenge, our city is trying to see the opportunities the refugees bring and help them build a new job, a new home, a new life.
[#WorldCitiesDay](#)
 08:45 · 31 de out
 13 replies · 24 retweets · 89 likes

(Textos especialmente criados para este Caderno. DIEFEM/COPED/SME - 2023)

Vocabulary Help

low-income: de baixa renda

green and blue infrastructure: infraestrutura verde-azul (conceito relacionado à processos de revitalização urbana que integram a no planejamento urbano da cidade, por exemplo, no manejo das águas da chuva)



CULTURAL NOTE

Addis Ababa é a capital da Etiópia, país do continente africano.

- 3 Answer the questions in your notebook.
 - a) What do you think of the information presented in the posts? Do you think those are good ways to make urban, city life better for everybody? Justify.
 - b) In post # 2, we learn that people benefit from nature surrounding and within the cities. In what ways?

- c) Can you relate the posts to any of the quick facts presented in activity 2? Justify.



THINK CRITICALLY!

Considere este trecho do post: “[...] this movement, which works for sustainable, inclusive designs for cities, with the participation of the community.”

- Você acha que a cidade de São Paulo é inclusiva? Explique.
- Se não é, como poderia ser? Para quem deveria ser inclusiva?

LANGUAGE STUDY

- 4 Observe os trechos retirados dos textos que você estudou nesta Unidade e na Unidade 3. Que ideias as partes destacadas expressam? Assinale o que você achar apropriado.

I – “(...) and the Toronto Chinatown Festival, where you’ll **find** martial arts performances, authentic Asian street foods (...).

II – “(...) So, what **will** you **discover** when you come to live and study in Toronto?”

III – “Everything’s **gonna be alright**, now””

IV – “We **gon’ be** alright” (...)

V – Urbanization **will continue** to be a transformative (...)

- a) () uma promessa.
- b) () o resultado de uma ação quando outra ação acontecer.
- c) () a probabilidade de algo acontecer no futuro.
- d) () certeza de algo acontecer no futuro.
- e) () a hipótese de que algo pode ou não acontecer no futuro.

5 Agora responda: quais itens exemplificam as ideias que você assinalou na Atividade 4?

6 Leia a explicação e depois faça as atividades a seguir.

Contexts of use

Expressing Future in English

Em inglês, há muitos modos de indicar o futuro, dependendo do que desejamos expressar sobre o futuro.

De modo geral, usamos:

- **will + base form verb** para expressar:
 - decisões que tomamos no momento da conversa com alguém;
 - previsões sobre o futuro;
 - oferecimentos.
- **am/is/are + going to + base form verb** para expressar:
 - planos para o futuro;
 - ações premeditadas para o futuro;
 - intenções.

Exemplos de estrutura:

Future with...	Affirmative	Negative	Interrogative / Short answers
will	I will clean up my room.	I won't clean up my room now.	Will you clean up your room, please? Yes, I will . / No, I won't .
going to	I'm going to study for the test this afternoon.	My cousin isn't going to have a vacation in December.	Are you going to study tomorrow? Yes, we are. / No, we aren't.

That's curious!

Na oralidade, é bem comum usarmos formas contraídas com **will** ('ll) e **going to** (**gonna**). Em determinados modos de expressão, também encontramos a supressão de palavras, como em “We **gon' be** alright”.

Será que isso também acontece em língua portuguesa? Podemos dizer que uma forma é “melhor” ou “mais correta” do que a outra?

- 7 Think about the slogan of the World Cities Day: *Act local to go global*. How can you act locally, in your community for example, in order to achieve a global matter? What plans can you make individually? What about in groups?

I will...

We're going to...

VOCABULARY STUDY

- 8 Study the expressions taken from the texts you've studied. Think of good synonyms for them in Portuguese. Then, compare your answers in pairs. Are they similar?

Expression	Synonym
green and blue infrastructure	
nature-based solutions	
business-as-usual approach	
sustainable urban and regional planning	
Low-income communities	

- 9 Now, talk in pairs:
- How do you compare the English-Portuguese versions of the expressions? What is the difference between them?
 - Was it easy to come up with a synonym in Portuguese?
 - Think about reading a text and understanding in English. What conclusion do you get about this process?
- 10 Rearrange the words to form expressions. Then, go back to the texts on pp. 87 and 88 and check your answers.
- a) response - refugee - global
-

b) areas - large - metropolitan

c) urban - better - future

d) consumption - sustainable - and - production

LESSON 2 – YOUTH AND SOCIAL CHANGES IN CITIES

RESEARCH AND PRODUCE

- 1 Do you play video games? What do you think you learn when you play video games? Talk with your classmates.
- 2 Minecraft is a popular video game. What do you know about it?



CULTURAL NOTE

Minecraft é um jogo eletrônico de sobrevivência. Nele, os jogadores exploram um mundo aberto tridimensional intencionalmente em blocos, pixelizado, podendo descobrir e extrair matérias-primas, ferramentas artesanais, construir estruturas ou terraplenagens e, dependendo do modo de jogo, podem combater inimigos controlados por computador, bem como cooperar ou competir contra outros jogadores no mesmo mundo.

(Editado de: < <https://pt.wikipedia.org/wiki/Minecraft>>. Acesso em 16 nov. 2022)

3 You are going to listen to Eugenio Gastelum, a video game expert. Listen to the first part (until 00:27) and answer.

- Where does he work?
- What do they use video games for?
- How do they do that?

Number the steps.

() The community changes the spaces into what they desire or need.

() They go to the communities.

() They teach them how to play minecraft.

4 Listen to the next part (from 00:27 until 0:35). Why does he think his job is the best in the world? Fill in the gaps as you listen.

“It’s the best job in the world, you know. I’m _____ video games, I’m traveling, I’m meeting _____, I’m _____; I’m improving my world.”

5 Now, listen to the last part (until 01:20). Choose the best option to complete the statements.

a) He started to play video games when he was...

- () around 10 or 11 years old.
- () around 6 or 7 years old.

- b) He started to play video games when his...
- father went to the USA and brought him a console.
 - grandfather went to Mexico and brought him a console.
- c) The kids played...
- at his home, in tournaments for long hours.
 - on cell phones, in tournaments, for 3 or 4 hours.
- d) His mother...
- liked to see the kids at her home, playing.
 - told Eugenio every day to stop playing videos.
- e) It took Eugenio 20 years to...
- convince his mother that it's OK to play video games.
 - teach his mother how to play video games.

LANGUAGE STUDY

- 6 No início desta Unidade, você leu alguns *tweets* com a *hashtag* **#WorldCitiesDay**. Volte aos *tweets* e observe a estrutura do texto, lendo a informação em **Cultural Note** para apoiar sua análise. Quais as características dos *posts* e da plataforma?
-
-
-

- 7 Com base em suas respostas na atividade anterior, assinale as alternativas corretas.
- a) os textos podem ser longos, com até 400 caracteres.
 - b) é possível escrever texto, inserir vídeos e fotos nos *tweets*.
 - c) não é preciso cadastrar um perfil de usuário para participar da rede.

- d) () uma *hashtag* é uma palavra-chave ou frase (sem espaço) com o símbolo “#” (*hashtag*) que antecede.
- e) () uma *hashtag* conecta conversas, unindo as pessoas acerca de um tópico.
- f) () o símbolo @ aparece antes do nome do usuário (é o identificador) e é exclusivo.
- 8 Suppose you are participating in the World Cities Day 2022 and want to *tweet*, showing an initiative from your community/neighborhood. Follow the steps.
- Think about different aspects of city life that could be improved: mobility, leisure spaces, public services, immigrant/refugees support, education, healthy food supplies, work opportunities, among others.
 - Research initiatives in your community/school related to one of the aspects. Describe the initiatives in order to show how people are working together to make the community/the neighborhood a better place for everybody.
 - Write the tweet and include a video or a photo of the initiative.
 - Remember to follow the conventions of the text genre (*tweet*).



CREATE AND TRANSFORM

Let's Review!

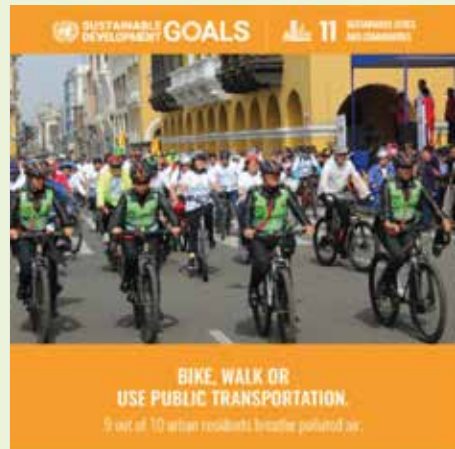
- 1) In groups, answer the questions.
 - After studying the topic of this unit, what do you think the number one priority for improvement in your community/neighborhood is?
 - What will the city be like in 50 years? What are your predictions?
- 2) Now, think together and decide what you would like to do in order to show you have learned in this unit. See the options below:

OPTION A: “A Street for everybody” event

Organize an event for people to enjoy the school street as an open space for recreation. How can you do that? Who can you talk to? How can you involve the street dwellers?

OPTION B: A game to help design changes in a city

Inspired by Minecraft, create a game that can help people decide and propose changes they would like to happen to have a better city life. You can think about a board game, with decision-making situations, for example. Ask your computer lab teacher for help.



Available at: < <https://www.un.org/sustainabledevelopment/sustainable-development-goals/> (Accessed on November 6th, 2022)

GOAL 11: SUSTAINABLE CITIES AND COMMUNITIES




And remember:

- Discuss and respect the decision you make as a group.
- Talk with your classmates about how you can participate, what activities you can be responsible for.
- Be proactive. There is always something new you can learn, a new skill you can improve. Part of learning is taking risks and trying again.
- Do your best and excel.
- Take time to plan, organize information, review what you produce (write, for example).
- Decide on how you can socialize what you’ve organized to foreign speakers in the community and neighborhood.



MY LEARNING PROGRESS

1) Como você se saiu nas atividades desta unidade? Complete o questionário a seguir.

I CAN...			
make predictions about the future of our city.			
understand the main topic, the aim and the main information in a text.			
infer information in a text based on detailed comprehension.			
recognize the contexts of use of will and going to to express future ideas.			
write a tweet with a specific hashtag.			
understand the importance of active participation in the community to make the city life better for everybody.			

2) No caso dos itens relacionados à compreensão de textos (orais, escritos) e a conhecimentos da língua inglesa (vocabulário e estrutura), o que você pode fazer para praticar mais? Veja as possibilidades abaixo. O que gostaria de fazer?

- organizar um grupo virtual para estudar e tirar dúvidas de inglês com os colegas.
- visitar os links dos textos estudados e ler mais sobre o assunto.
- usar dicionários online para acessar atividades (com jogos, leitura etc).

ULTIMATE CHALLENGE!

9 Write:

a) a prediction for what the city will be like in the future;

b) a personal future plan;

- 10 De que modo os assuntos que você estudou nesta unidade e/ou atividades contribuíram para o seu TCA? Conte para seus colegas e professor.

Me as a news reader!

- 11 Choose an article to read from some news in English and fill in the information below.

Title of the news:		
Joca number / month:	Author:	Date:
Main information:		
What:		
Where:		
When:		
Who:		
Why:		



VOCABULARY LOG

WORD:

Equivalent(s) in Portuguese:

Part of speech: () noun () verb () adjective () other _____

Synonyms:

Example(s) in context:

WORD:

Equivalent(s) in Portuguese:

Part of speech: () noun () verb () adjective () other _____

Synonyms:

Example(s) in context:

WORD:

Equivalent(s) in Portuguese:

Part of speech: () noun () verb () adjective () other _____

Synonyms:

Example(s) in context:

WORD:

Equivalent(s) in Portuguese:

Part of speech: () noun () verb () adjective () other _____

Synonyms:

Example(s) in context:

PROJETO GRÁFICO

Centro de Multimeios - CM

Ana Rita da Costa - *Diretora*

Núcleo de Criação e Arte

Aline Frederick Santos

Angélica Dadario

Cassiana Paula Cominato

Fernanda Gomes Pacelli

Julia Gonçalves Rizzo - *estagiária*

Marcos Roberto da Silva Moreira

Raquel Nogueira Janoni - *estagiária*

Simone Porfirio Mascarenhas



**PREFEITURA DE
SÃO PAULO**
SECRETARIA
DE EDUCAÇÃO